

# Postgraduate Certificate

## International Cooperation and Social Communication



## Postgraduate Certificate

### International Cooperation and Social Communication

Course Modality: **Online**

Duration: **12 weeks**

Certificate: **TECH Technological University**

Official N° of hours: **300 h.**

Website: [www.techtute.com/medicine/postgraduate-certificate/international-cooperation-social-communication](http://www.techtute.com/medicine/postgraduate-certificate/international-cooperation-social-communication)

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# 01

# Introduction

Natural disasters, armed conflicts or extreme poverty are the main circumstances that lead many communities to demand international cooperation to improve their living conditions. Therefore, this program will interest the physician who is passionate about helping people in need. Thus, TECH, in its commitment to promote the academic and professional career of its students, has developed this program with professionals with extensive experience in this field, so that the student will find a unique opportunity to expand their knowledge in this field.





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*International cooperation helps to improve the living conditions of countries with fewer resources. If you want to grow in this field, don't miss the opportunity to specialize with TECH"*

Doctors are professionals who can contribute a lot in the field of International Cooperation, as they are people with extensive knowledge in different areas, so their help can go beyond health care work. Therefore, they are highly demanded professionals for working with NGOs or other organizations that provide International Cooperation services.

This Postgraduate Certificate aims to specialize physicians in International Cooperation and Social Communication, because only by knowing first-hand what is happening on the other side of the planet, organizations will be able to work to help and achieve effective development. In this way, communication becomes a fundamental tool to publicize the work in other areas and to receive more resources, among other things.

This program combines basic knowledge in international development cooperation applied to the field of medicine, tools that allow the development worker to seek to improve the performance of their work in those areas that people and communities demand, guide them to change and focus them on the present situation through the tools and resources of cooperation.

In addition, as it is a 100% online program, the physician will be able to combine the study of this very complete Postgraduate Certificate with the rest of their daily obligations, choosing at all times where and when to study. A high-level qualification that will take the medical professional to the highest level in their field of practice.

This **Postgraduate Certificate in International Cooperation and Social Communication** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ◆ The development of case studies presented by experts in International Cooperation and Social Communication
- ◆ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ◆ New developments about International Cooperation and Social Communication
- ◆ Practical exercises where the self-assessment process can be carried out to improve learning
- ◆ Emphasis on innovative methodologies in International Development Cooperation
- ◆ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection work
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



*If you want to help the people who need it most, be sure to contribute your value as a physician. Many people need you and you can demonstrate your professionalism”*

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*This Postgraduate Certificate is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in International Development Cooperation, you will obtain a qualification from TECH Technological University"*

The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive training programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, you will be assisted by an innovative system of interactive videos made by renowned experts with extensive experience in therapeutic personal training.

*Develop skills to work with the main vulnerable subjects involved in development cooperation actions and programs.*

*One of the objectives of this Postgraduate Certificate is to meet the current requirements of training in social communication in view of the diversification and revaluation of communication.*



# 02 Objectives

The design of the program of this Postgraduate Certificate will allow the student to acquire the necessary skills to focus their knowledge as a physician on International Cooperation and Social Communication. To achieve this, it relies on the experience of professionals who have poured into the elaboration of the points of the curriculum the keys to the development of the skills that the doctor needs to be oriented to this field, with a comprehensive program for the achievement of the proposed objectives. Thus, you will develop your full potential in the medical field by adapting to vulnerable environments.





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*Update your knowledge in International Cooperation with the use of the latest educational technology, contribute to quality development"*



## General Objectives

- ◆ Provide students with advanced specialized training based on theoretical and instrumental knowledge in international cooperation
- ◆ Acquire and develop the skills necessary to obtain a qualification as an International Cooperation professional
- ◆ Provide the student with basic knowledge of the cooperation and development process based on the latest advances in policies on the sustainability processes involved in both economic and social aspects
- ◆ Improve professional performance and develop strategies for adapting and solving the problems of today's world by means of scientific research in cooperation and development processes
- ◆ Disseminate the basics of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes, within the framework of international law



*You will meet the current requirements for training in social communication in view of the diversification and revaluation of rigorous communication"*





## Specific Objectives

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- ◆ Know different methods of research in International Development Cooperation
- ◆ Gain knowledge on methodologies for public policy advocacy, social communication, political change, etc
- ◆ Know the evolution and status of current debates on development
- ◆ Know the system and policies of International Development Cooperation
- ◆ Understand the causes, dynamics and consequences of human mobility and migration
- ◆ Become familiar with the instruments of international cooperation for development, as well as the types of projects and existing NGOs
- ◆ Develop skills to work with the main vulnerable subjects involved in development cooperation actions and programs
- ◆ Understand the international cooperation system and the different members that make it up
- ◆ Meet the current requirements of training in social communication in view of the diversification and reevaluation of communication
- ◆ Train social communicators who can apply their knowledge at the following levels:
- ◆ Identify, understand and know how to use sources, statistical techniques and computer tools to organize selected information and plan development and cooperation reports, analyses and actions
- ◆ Conduct an ethical reflection on cooperation, information, images and their applicability in specific contexts and information sources

# 03

## Course Management

The program includes in its faculty, experts of reference in International Cooperation for the Development of Peoples, who pour into this curriculum the experience of their work. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner. In this way, the student has the best tools for the development of their skills during the program, specializing in a sector that requires professionals with vocation.





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*Thanks to this faculty you will master the techniques to achieve effective social communication from a medical perspective”*

## Guest Director



### Ms. Rodríguez Arteaga, Carmen

- ◆ Degree in Philosophy and Educational Sciences at UCM
- ◆ Expert in Educational Evaluation at OEI
- ◆ Expert in Educational Indicators and Statistics at UNED
- ◆ Expert in Development Cooperation in Education at the University of Barcelona
- ◆ Specialist in Knowledge Management
- ◆ Career Civil Servant

## Co-Direction



### Ms. Romero Mateos, María del Pilar

- ◆ Social Educator
- ◆ Postgraduate Diploma in International Development Cooperation
- ◆ Employment training teacher
- ◆ Gender Equality Agent
- ◆ Author and collaborator in educational projects at Abile Educativa



## Professors

### Ms. Sánchez Garrido, Araceli

- ◆ Degree in Geography and History with a major in Anthropology and Ethnology of America Complutense University of Madrid
- ◆ Deputy Head of Cultural Cooperation, Department of Cultural Cooperation and Promotion, Directorate of Cultural and Scientific Relations Since 2013
- ◆ Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide and its application to development cooperation projects carried out by the agency
- ◆ Member of the Faculty of Museum Curators assigned to the American Museum in Madrid until 2007 as head of the Ethnology Department, when she moved to the Ministry of Foreign Affairs, European Union and Cooperation
- ◆ Professor of the Master in Cultural Management at Carlos III University of Madrid and participant in numerous training courses both in Latin America and Spain
- ◆ Lecturer in summer courses at the Complutense University of Madrid

### Mr. Cano Corcuera, Carlos

- ◆ Bachelor of Science in Biology with a major in Zoology
- ◆ Degree in Animal Ecology
- ◆ Specialist in Planning and Management of Development Cooperation Interventions by UNED (UNED)
- ◆ Specialization Courses in International Cooperation; Identification, Design and Monitoring of Cooperation Projects; Humanitarian Aid; Equal Opportunities; International Negotiations; Planning with a Gender Perspective; Results-Oriented Management for Development; Disability Approach in Cooperation Projects; European Union Delegated Cooperation, etc.
- ◆ Work in different areas of international cooperation, mainly in Latin America

**Ms. Flórez Gómez, Mercedes**

- ◆ Degree in Geography and History from the Complutense University of Madrid
- ◆ MSC in Corporate Social Responsibility Pontificia University of Salamanca
- ◆ MSC in Information and Documentation Antonio de Nebrija University, Spain, and University College of Wales, UK
- ◆ Advanced Diploma in South Cooperation, Sur- FLACSO
- ◆ Specialist in Inequality, Cooperation and Development University Institute for Development and Cooperation- IUDC- Complutense University of Madrid
- ◆ Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)
- ◆ Diploma in Humanitarian Action- Institute of Studies on Conflict and Humanitarian Action- IECAH
- ◆ Director of the Spanish Cooperation Training Centers in Uruguay
- ◆ More than 20 years of experience in public institutions related to development cooperation, both for Ibero-America and Latin America, dedicated to institutional strengthening for the management of public policies through training and knowledge management for development

**Ms. Cristina Córdoba**

- ◆ Nurse
- ◆ Training and experience in International Development Cooperation Projects
- ◆ Co-founder and participant of PalSpain project
- ◆ Founder of the Youth Association APUMAK, Madrid, Spain







**Ms. Ramos Rollon, Marisa**

- ◆ Professor of Political Science and Administration at the Complutense University of Madrid
- ◆ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ◆ Researcher focused on the areas of public policies and institutions in Latin America and on the topics of democratic governance and development policies, specifically linked to the connection between public policies and the 2030 Agenda
- ◆ Lecturer in the Political Science Degree, where in recent years she has taught subjects such as Comparative Politics, Spanish Political System and Latin American Political Systems
- ◆ Lecturer in the Master in Transparency and Governance Policies and Political Leadership, in the Master's Degree in Political Leadership, both at UCM and in the Master in Latin American-EU Relations at the University of Alcalá
- ◆ Director of the Complutense Summer School Course on Public Policy and Agenda 2030

# 04

## Structure and Content

The syllabus of this program has been designed based on the knowledge and needs required for the International Cooperation and Social Communication in medicine. Thus, a curriculum has been developed with modules that offer a broad approach to the profession from a global point of view due to its application at international level, incorporating all the agents involved in the development of its functions. A challenge that will raise the student's capabilities in this subject, turning them into a professional dedicated to their vocation.



Earth Overshoot Day  
fell on August

OUR WORK TOOLS

LEARN MORE



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*With this program you will deepen in the modalities and tools of International Development Cooperation”*

## Module 1. International Development Cooperation

- 1.1. International Development Cooperation
  - 1.1.1. Introduction
  - 1.1.2. What Is the International Development Cooperation?
    - 1.1.2.1. Definition and Concept
  - 1.1.3. What Is International Development Cooperation for?
    - 1.1.3.1. Goals/Purpose
  - 1.1.4. Goals of the Spanish International Development Cooperation
  - 1.1.5. Evolution of the Spanish International Development Cooperation
  - 1.1.6. International Cooperation Systems
    - 1.1.6.1. Origin and Historical Evolution
  - 1.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
  - 1.1.8. The Processes of Decolonization in the Post-War Years
    - 1.1.8.1. Sources
  - 1.1.9. Crisis of the International Development Cooperation
    - 1.1.9.1. Factors
  - 1.1.10. Changes in the Conception of International Development Cooperation
- 1.2. Modalities and Instruments of International Development Cooperation
  - 1.2.1. Introduction
  - 1.2.2. Main Tools of International Development Cooperation
    - 1.2.2.1. Development co-operation
    - 1.2.2.2. Education for Development
    - 1.2.2.3. Technical Assistance, Training and Research
    - 1.2.2.4. Humanitarian Action
  - 1.2.3. Other Cooperation Tools
    - 1.2.3.1. Economic Cooperation
    - 1.2.3.2. Financial Help
    - 1.2.3.3. Scientific and Technological Cooperation
    - 1.2.3.4. Food Aid





- 1.2.4. Modalities of the International Development Cooperation
  - 1.2.4.1. According to the Stakeholders Channelling the Funds
- 1.2.5. Types of Modalities
  - 1.2.5.1. Modality According to the Origin of the Funds
- 1.2.6. Types of Aid According to the Stakeholders Channelling International Development Cooperation Funds
  - 1.2.6.1. Bilateral
  - 1.2.6.2. Multilateral
  - 1.2.6.3. Decentralized Cooperation
  - 1.2.6.4. Non-Governmental Cooperation
  - 1.2.6.5. Business Cooperation
- 1.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
- 1.2.8. Depending on the Existence or Non-Existence of Limitations on the Application of Funds
- 1.2.9. Other Cooperation Tools Co-Development
  - 1.2.9.1. Co-Development Interventions
- 1.2.10. Bibliography
- 1.3. Multilateral Organizations
  - 1.3.1. The International Development Cooperation System
  - 1.3.2. International Development Cooperation Stakeholders
  - 1.3.3. Stakeholders in the Official Development Assistance System
  - 1.3.4. Definitions of Relevant International Organizations (IOs)
  - 1.3.5. Characteristics of International Organizations
    - 1.3.5.1. Types of International Organisations
  - 1.3.6. Advantages of Multilateral Cooperation
  - 1.3.7. Contributions of International Organizations to the Multilateral System
  - 1.3.8. Multilateral Financial Institutions (MFIs)
    - 1.3.8.1. Characteristics of MFIs
    - 1.3.8.2. Composition of MFIs
    - 1.3.8.3. Types of MFIs
  - 1.3.9. Bibliography

- 1.4. Sources of International Development Cooperation
  - 1.4.1. Introduction
  - 1.4.2. Difference between Governmental and Non-Governmental Cooperation
  - 1.4.3. Multilateral Financial Institutions
  - 1.4.4. The International Monetary Fund
  - 1.4.5. United States Agency for International Development USAID
    - 1.4.5.1. Who Are They?
    - 1.4.5.2. The History of USAID
    - 1.4.5.3. Intervention Sectors
  - 1.4.6. The European Union
    - 1.4.6.1. Objectives of the EU
    - 1.4.6.2. General Objectives of EU External Action
  - 1.4.7. Non-Financial Multilateral Institutions
    - 1.4.7.1. List of Non-Financial Multilateral Institutions
    - 1.4.7.2. Actions of Multilateral Institutions
    - 1.4.7.3. Non-Financial
  - 1.4.8. United Nations Organization
  - 1.4.9. Bibliography
- 1.5. Spanish Cooperation Master Plan 2018-2021
  - 1.5.1. Introduction
  - 1.5.2. Action and Management Challenges for Spanish Cooperation
  - 1.5.3. What Is a Master Plan?
    - 1.5.3.1. Spanish Cooperation Master Plan
    - 1.5.3.2. Areas Composing the Fifth Spanish Cooperation Master Plan
  - 1.5.4. Goals of the Master Plan
    - 1.5.4.1. Goals of the Fifth Master Plan of the Spanish Cooperation
  - 1.5.5. Geographic Priorities for Action under the Master Plan of the Spanish Cooperation
  - 1.5.6. The 2030 Agenda
    - 1.5.6.1. What Is Agenda 2030?
    - 1.5.6.2. Development of Agenda 2030
    - 1.5.6.3. General Specifications
    - 1.5.6.4. Implementation of Agenda 2030
  - 1.5.7. Bibliography
- 1.6. Humanitarian Action
  - 1.6.1. Introduction
  - 1.6.2. Humanitarian Aid in the International Context
  - 1.6.3. Tendencies in Humanitarian Action
  - 1.6.4. Main Goals of Humanitarian Action
  - 1.6.5. First Strategy for Humanitarian Action in Spanish Cooperation
  - 1.6.6. Spanish Agency of International Cooperation for Development and Humanitarian Action
  - 1.6.7. The Financing of Humanitarian Action and Its Evolution
  - 1.6.8. Principles of International Human Rights Law and Humanitarian Action
  - 1.6.9. Summary
  - 1.6.10. Bibliography
- 1.7. Gender Approach in International Development Cooperation
  - 1.7.1. Introduction
  - 1.7.2. What Is the Gender Approach?
  - 1.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
  - 1.7.4. Gender Approaches in International Development Cooperation
  - 1.7.5. Strategic Lines of Work on the Gender Approach in International Development Cooperation
  - 1.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
  - 1.7.7. Priority Equality Goals in the Spanish Development Cooperation
  - 1.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
  - 1.7.9. Gender Mainstreaming Guide
  - 1.7.10. Bibliography
- 1.8. Focus on Human Rights In International Development Cooperation
  - 1.8.1. Introduction
  - 1.8.2. Human rights
  - 1.8.3. Human Rights Approach to Development Cooperation
  - 1.8.4. How the Human Rights Approach Emerged

- 1.8.5. Elements Provided by the Human Rights Approach to International Development Cooperation
  - 1.8.5.1. New Frame of Reference: International Human Rights Standards
  - 1.8.5.2. New Look at Capacity Building
  - 1.8.5.3. Participation in Public Policy
  - 1.8.5.4. Accountability
- 1.8.6. Challenges of the Human Rights Approach in Development Cooperation Interventions
- 1.8.7. Challenges in Project Identification and Formulation
- 1.8.8. Challenges in Project Execution
- 1.8.9. Challenges in Project Monitoring and Assessment
- 1.8.10. Bibliography
- 1.9. Human Mobility and Migration
  - 1.9.1. Introduction
  - 1.9.2. Migration
    - 1.9.2.1. First Human Movements
    - 1.9.2.2. Types of Migrations
    - 1.9.2.3. Causes of Migrations
  - 1.9.3. Migratory Processes in the Era of Globalization
    - 1.9.3.1. Improved Living Conditions
    - 1.9.3.2. Vulnerability and Migration
  - 1.9.4. Human Safety and Conflict
  - 1.9.5. Challenges of the International Asylum System
  - 1.9.6. The OHCHR
  - 1.9.7. Human Rights Based Migration Strategy
  - 1.9.8. Bibliography

## Module 2. Social and Transformative Communication

- 2.1. Fundamentals of Communication
  - 2.1.1. Introduction
  - 2.1.2. What Is Communication?
    - 2.1.2.1. Concept and Definition
  - 2.1.3. Objectives, Audiences and Messages
  - 2.1.4. Right to Information and Communication

- 2.1.4.1. Freedom of Speech
  - 2.1.5. Access and Participation
  - 2.1.6. Brief Overview of the Media According to Typology
    - 2.1.6.1. Written Press
    - 2.1.6.2. Radio
    - 2.1.6.3. Television
    - 2.1.6.4. Internet and Social Networks
  - 2.1.7. Conclusions
- 2.2. Communication and Power in the Digital Age
  - 2.2.1. What is Power?
    - 2.2.1.1. Power in the Global Era
  - 2.2.2. Fake News, Control and Leaks
  - 2.2.3. Publicly Owned Media
  - 2.2.4. Commercial Media
  - 2.2.5. Large Conglomerates in Europe
  - 2.2.6. Large Conglomerates in Latin America
  - 2.2.7. Other Conglomerates
  - 2.2.8. Alternative Media
  - 2.2.9. Evolution of the Alternative Media in the Spanish State
  - 2.2.10. Current Trends
  - 2.2.11. The Problem of Financing
  - 2.2.12. Professional Journalism/Activist Journalism
  - 2.2.13. Initiatives for the Democratization of Communication
  - 2.2.14. Examples in Europe
  - 2.2.15. Examples in Latin America
  - 2.2.16. Conclusions
- 2.3. Communication and International Cooperation
  - 2.3.1. Social Communication
    - 2.3.1.1. Concept
    - 2.3.1.2. Themes
  - 2.3.2. Stakeholders: Associations and Research Centers
    - 2.3.2.1. Social Movements

- 2.3.3. Collaboration and Exchange Networks
- 2.3.4. Cooperation, Education for Social Transformation and Communication
  - 2.3.4.1. Types of Communication from NGOs
- 2.3.5. Code of Conduct
  - 2.3.5.1. Social Marketing
- 2.3.6. Educommunication
- 2.3.7. Working with Alternative Media
- 2.3.8. Working with Publicly Owned Media and Commercial Media
- 2.3.9. Communication and Cooperation in Times of Crisis
  - 2.3.9.1. Technical and Labor Impacts
  - 2.3.9.2. Impacts on Social Movements
- 2.3.10. Tensions between Professional Journalism and Activist Journalism
- 2.4. Communication and Gender Equality
  - 2.4.1. Introduction
  - 2.4.2. Key Concepts
  - 2.4.3. Women in the Media
    - 2.4.3.1. Representation and Visibility
  - 2.4.4. Media Production and Decision-Making
  - 2.4.5. The Beijing Platform for Action (Chapter J)
  - 2.4.6. Feminist Communication and Inclusive Language
    - 2.4.6.1. Basic Concepts
  - 2.4.7. How to Identify and Avoid Stereotypes?
  - 2.4.8. Guidelines, Best Practices
  - 2.4.9. Examples of Initiatives
  - 2.4.10. Conclusions
- 2.5. Communication and Sustainable Development
  - 2.5.1. The Sustainable Development Goals (SDGs)
    - 2.5.1.1. Proposal and Limits
  - 2.5.2. The Anthropocene
    - 2.5.2.1. Climate Change and Human Development
  - 2.5.3. Communication about "Natural Disasters" from NGOs
    - 2.5.3.1. Regular Coverage in the Mass Media
  - 2.5.4. Advocacy Possibilities from NGOs
  - 2.5.5. Environmental Defenders in Latin America
    - 2.5.5.1. The Data: Threats and Deaths
  - 2.5.6. How Can NGOs Communicate the Work of Human Rights Defenders?
- 2.6. Communication and Migrations
  - 2.6.1. Introduction
  - 2.6.2. Key Concepts and Data
  - 2.6.3. University Hate Speech and Its Foundations
    - 2.6.3.1. Dehumanization and Victimization
  - 2.6.4. Necropolitics
  - 2.6.5. Regular Coverage in the Mass Media
  - 2.6.6. Social Networks, WhatsApp and Hoaxes
  - 2.6.7. Advocacy Possibilities from NGOs
    - 2.6.7.1. How to Recognize Prejudice?
    - 2.6.7.2. Overcoming Eurocentrism
  - 2.6.8. Best Practices and Guidelines on Communication and Migration
  - 2.6.9. Conclusions
- 2.7. Communication and Peace Building
  - 2.7.1. Introduction
  - 2.7.2. Peace Journalism vs. War Journalism
    - 2.7.2.1. Features
  - 2.7.3. Brief Historical Review of Warmongering
  - 2.7.4. Communication on Armed Conflicts and Peace Processes
  - 2.7.5. Journalists in Armed Conflicts
  - 2.7.6. Possibilities for NGOs
    - 2.7.6.1. Shifting Our Focus to the Solution
  - 2.7.7. Research and Guidelines
- 2.8. Educommunication for Walking
  - 2.8.1. Introduction
  - 2.8.2. Pedagogy and Popular Education
  - 2.8.3. Media Literacy
  - 2.8.4. Educommunication Projects
    - 2.8.4.1. Features
    - 2.8.4.2. Agents





- 2.8.5. Mainstreaming Communication for Social Change
  - 2.8.5.1. The Communication Component in Other Projects
- 2.8.6. The Importance of Internal Communication in NGOs
- 2.8.7. Communication to Members and Collaborators
- 2.8.8. Conclusions
- 2.9. Digital Culture and Development NGOs
  - 2.9.1. Introduction
  - 2.9.2. Paradigm Shifts and New Spaces
    - 2.9.2.1. Characteristics and Main Agents and Networks
  - 2.9.3. The Tyranny of the Click
  - 2.9.4. The Imposition of Brevity
  - 2.9.5. Citizen Participation in Digital Society
    - 2.9.5.1. Changes in Solidarity and Activism in the Digital Culture
  - 2.9.6. Promote the Participation of NGOs in Digital Spaces
  - 2.9.7. Indicators of Communication 2.0 in NGOs
  - 2.9.8. Conclusions
- 2.10. In Practice
  - 2.10.1. Introduction
  - 2.10.2. Elaboration of Organizational Communication Plans
    - 2.10.2.1. Communication Plan Introduction
  - 2.10.3. Project and Action Communication Plans
  - 2.10.4. Basic Contents and Common Errors in Web Pages
  - 2.10.5. Social Media Publishing Plans
  - 2.10.6. Crisis Management and Unplanned Aspects in Social Networks
  - 2.10.7. Subject, Verb and Predicate
    - 2.10.7.1. Recalling Notions
  - 2.10.8. Conclusions

05

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



“

*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.

“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

*Professionals will learn through real cases and by resolving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*



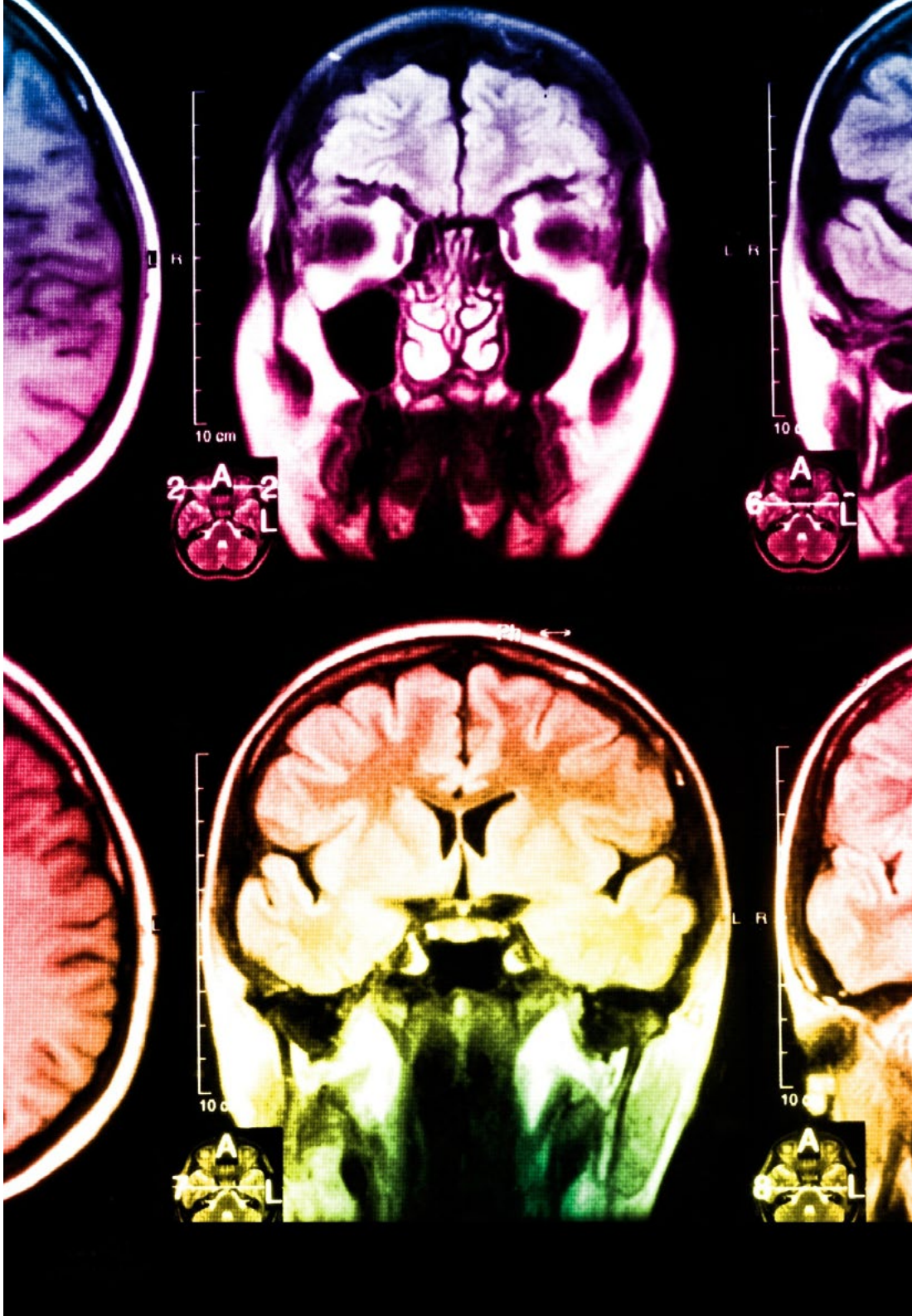
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### Interactive Summaries

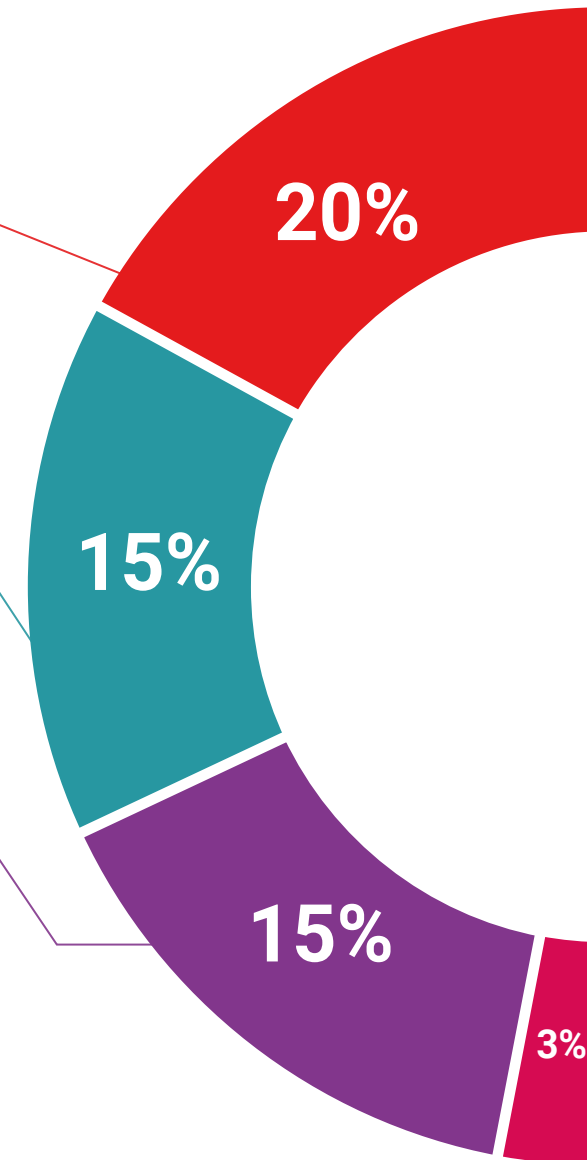
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

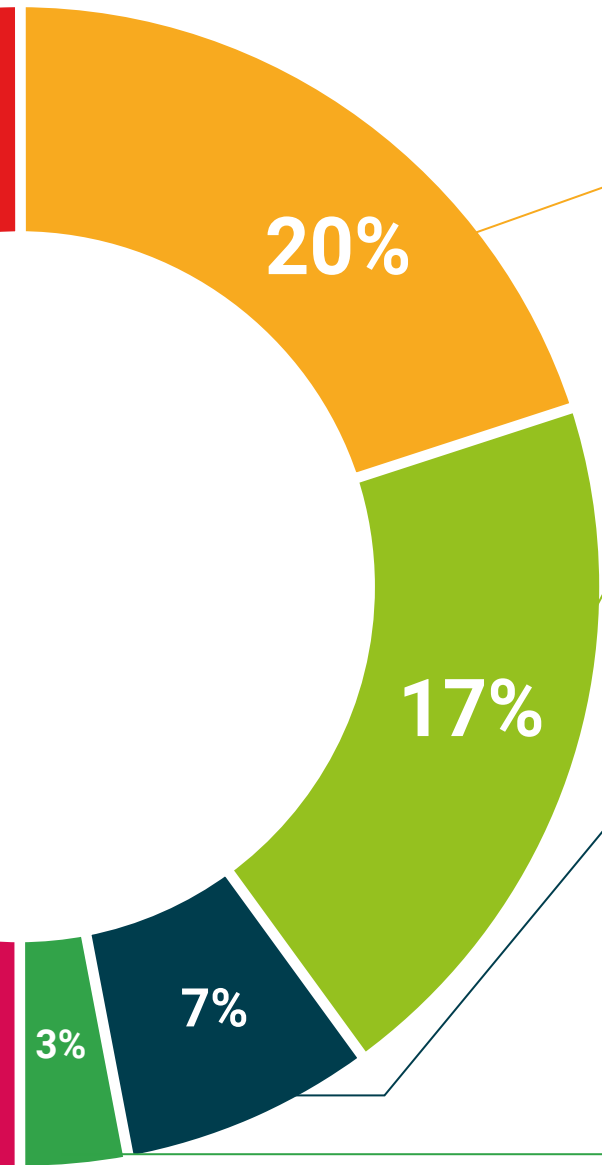


#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.







**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



**Classes**

There is scientific evidence on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



**Quick Action Guides**

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



# 06 Certificate

The Postgraduate Certificate in Leadership and Personal Communication guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University





*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"*

This **Postgraduate Certificate in International Cooperation and Social Communication** contains the most complete and up-to-date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery\*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations and professional career evaluation committees.

Title: **Postgraduate Certificate in International Cooperation and Social Communication**  
Official N° of Hours: **300 h.**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present quality  
development languages  
virtual classroom



**Postgraduate Certificate**  
International Cooperation  
and Social Communication

Course Modality: Online

Duration: 12 weeks

Certificate: TECH Technological University

Official N° of Hours: 300 h.

# Postgraduate Certificate

## International Cooperation and Social Communication